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ABSTRACT

The report on the career education program at Mamaroneck High School, New York, is presented in two sections. The first section relates to the high school Practical Arts department. Three overall objectives for the department are stated, followed by tabulations, for each course, of the numbers of students achieving teacher-constructed specific objectives. The second section lists seven overall objectives under the heading of career exploration and skills training. Tables follow showing specific objectives for various courses and the numbers of students who achieved them, employers' evaluations of students in work-study programs, and students' achievement of consumer skills. A followup letter to 40 graduates of three programs brought 16 responses, indicating that 68 percent of the respondents were working in the field in which they were trained or in a related area or were pursuing further study in that area. (SA)

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EVALUATION

OF

CAREER EDUCATION PROGRAM
Mamaroneck High School

Margery R. Bernstein

Program Evaluation & Research
Mamaroneck Public Schools

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SUMMARY

The Career Education evaluation consists of two sections. The first relates to the high school Practical Arts Department and includes specific objectives for each course offering and the numbers who achieved them. The second section consists of evaluation of objectives for career exploration and skills training. Skills objectives are given and evaluated for the banking, distributive education, office and secretarial practice and work-study programs. In addition employers rated students in the work-study program in relation to four on-the-job objectives. A follow-up letter to 40 graduates of three programs brought 16 responses indicating that 68% of the respondents were working in the field in which they were trained or in a related area or were pursuing further study in that area. Of the remaining five students, three developed and used insights gained in their school experience to make a career decision.

The Department of Career Education Programs consists of two divisions.

1. The Practical Arts Department has existed for several years. During the current year the major focus was to restate existing goals into more specific objectives and to relate existing methods of evaluation, such as tests, to these objectives.

2. The Career Education Project is part of a federally funded project involving six school districts. Mamaroneck is the Local Education Agency for the total grant for which there will be a separate evaluation. Specific courses, designated as Career Education Programs within the Practical Arts Department are: Office and Secretarial Practice, Distributive Education, Banking and Economics, and Work-Study, so characterized because they fulfill the following aims of the above project:

> To enable students to learn vocational, avocational and practical skills simultaneously, relating all three.
>
> To develop courses in which students learn through actual, as opposed to simulated, experiences combined with theoretical instruction through the establishment of laboratory-learning centers.
>
> To enable students to pursue learning at their own rate by providing them with choices of learning activity packages.
>
> To qualify interested students for job entrance upon graduation from high school.

The present evaluation is thus organized in two sections: Section I deals with Practical Arts; Section II concerns Career Education Projects currently in operation in Mamaroneck.

SECTION I

Practical Arts

Overall objectives for the Practical Arts Department are as follows:

1. Industrial Arts: Students will learn the proper use of tools and equipment while they acquire basic skills necessary for practical use and for their basic understanding of the requirements of related career areas.

2. Home Economics: Students will learn to use equipment in the performance of skills and acquire related information which is essential to home and family living. This knowledge would be applicable to personal or employment needs.

3. Business Education: Given a simulated personal and business situation, students will solve problems by using manual skills and/or applying business theory.

For each course offered, teachers constructed specific objectives and evaluated each of their students as to whether or not he had satisfactorily fulfilled the objective. Specific objectives and results for each course are indicated below.

TABLE 1

Basic and Advanced Woodworking

	Achievement		
	Satis-factory	Unsatis-factory	Not Rated
	N	N	N
States rules of safety in writing or orally	61	5	0
Works safely	56	9	1
Selects appropriate supplies	63	2	1
Uses supplies correctly	61	2	3
Selects appropriate tools and equipment	61	5	0
Uses tools and equipment correctly	59	6	1
Makes accurate drawings	33	13	20
Applies knowledge of tools and supplies	57	6	3
Writes steps for procedures	31	18	17
Demonstrates ability to follow procedure such as rabbeting	55	10	1

The check list in Table 2 was used in lieu of formal objectives and the students were rated as indicated.

TABLE 2

Power Mechanics

	Achievement				
	E	G	F	P	U*
	N	N	N	N	N
Mechanical Fundamentals	5	37	15	3	
Electrical Fundamentals	1	24	28	5	
Magnetism - induced currents	4	40	9	5	
Automotive elec. circuits	0	19	33	6	
Automobile engine - valves and firing orders	5	30	19	4	
Pistons, cylinder walls and rings	7	22	24	4	
Engine bearings	3	15	33	6	
Diagnoses engine troubles	2	17	32	6	1
Cooling system	1	36	19		
Electrical test instruments	0	22	29	7	
Mechanical instruments and instrument combinations	1	32	18	6	
Tune-up - meaning and opportunities	2	43	7	6	1
Automotive oscilloscope	0	4	19	32	
Storage battery - care and service	0	44	7		
Ignition system - coil and condenser	0	29	21	5	
Four barrel carburators - automatic choke	0	29	23	6	
Fuel system - maintenance and troubles	0	35	18	5	
Starting circuit - maintenance and troubles	0	15	34	9	
Lighting and horn circuits	0	13	35	7	

E=excellent, G=good, F=fair, P=poor, U-unsatisfactory

Advanced Power Mechanics

This course was organized around individual projects. Students were rated Excellent, Good, Fair or Poor in the psychomotor, affective and cognitive domains as follows:

TABLE 3

Advanced Power Mechanics

	Psychomotor	Affective	Cognitive
Installs synchronizers in transmissions	E(1)	E(1)	G(1)
Installs new water pump	E(1)	E(1)	G(1)
Installs new temperature guage	E(2)	E(2)	E(2)
Repairs small engine	E(1)	G(1)	G(1)
Tunes up engines	E(5)	E(4) G(1)	E(3) G(2)
Fixes fenders	E(1)	G(1)	G(1)
Constructs go-cart	E(2)	E(2)	G(2)
Replaces oil pan gasket	E(1)	E(1)	G(1)
Replaces front shocks	E(2)	E(2)	E(2)
Replaces lower control arms and ball joints	F(1)	E(1)	G(1)
Replaces muffler	E(2)	E(2)	G(2)
Replaces carburetor	E(2)	E(2)	E(2)
Replaces brakes	E(3)	E(3)	E(2) G(1)
Bleeds brakes	E(5)	E(3) G(2)	E(3) G(2)
Inspects brakes	E(1)	E(1)	E(1)
Changes tires and/or oil	E(4) G(1)	E(2) G(3)	G(5)
Does general maintenance	E(1)	E(1)	G(1)
Does odd jobs	E(2) G(3) F(1)	G(2) F(3) P(1)	G(3) F(2) P(1)
Helps on odd jobs	G(2)	F(1) P(1)	F(1) P(1)

Tables 4 through 7 cover the subjects of Electricity, Electronics, Basic Graphics and Serigraphy for which the instructor used the full check list.

TABLE 4

Electricity

	Excellent	Pass	Fail
Atoms, Molecules, Electrons	3	20	0
Conductors, Insulators, Semi-conductors	3	20	0
Electrostatic Theory	5	18	0
Volts	8	14	0
Amps and Milliamps	5	14	4
Ohms and Resistance	7	16	0
Operation of Voltmeter	6	17	0
Operation of Ammeter	6	17	0
Operation of Ohmeter	6	17	0
Kirchoffs Current Law	2	8	13
Kirchoffs Voltage Law	5	11	7
Voltage dividers	5	14	4
Potentiometers	6	16	1
Primary and Secondary Cells	6	17	0
Photoconductive and Emission Cells	7	17	0
Generators	4	18	1
Current from Magnetism	5	17	1
Development of Sine Wave	3	8	11
Peak, RMS and Average Voltage	1	5	17
Relays and Solenoids	6	17	0
Transformers	6	17	0
Identification of Transformer Leads	6	16	0
Coil Characteristics	6	15	2
Inductive Reactance	2	7	13
Inductive Kick	6	16	1
Cap Characteristics	6	16	1
Blocking action of a cap to DC	8	14	1
Capactive Reactance	2	9	12
RC Time Constants	1	11	11
Crossover Networks	3	15	5

TABLE 5

Electronics

	Excellent	Pass	Fail
Inductive Reactance	6	9	3
Capacitive Reactance	6	9	3
Series + Parallel Resonance	5	8	5
Q of a tuned circuit	1	6	11
Alignment of a Superhet	7	8	2
Semiconductor Diodes	14	4	0
Half-wave Rectifiers	13	4	1
Full-wave Rectifiers	11	5	2
Capacitor Filtering	10	7	1
Ripple	4	8	6
Regulation	10	7	1
Zener Diodes	10	6	2
Zener Regulation	10	5	2
Applications of Power Supplies	11	6	1
Elements of a Triode	11	5	2
Characteristic Curves	9	5	4
Phase Inversion of a Triode	11	3	4
Biasing an Amp	9	4	5
Graphic Analysis of a Triode	4	5	8
Classes of Operation	9	5	4
Single Ended Power Amps	9	5	4
Push-Pull Power Amp	8	5	5
Methods of Coupling	5	6	7
Transistors	4	10	5
Transistor Biasing	4	8	8
Comparison of Transistors and Triodes	5	5	9
Amplifier Configurations	2	8	9
Graphic Analysis of Transistor Amps	2	7	8
Oscilliscope operation	16	2	0
Sweep Frequencies	10	7	2
Lissajois Figures	12	6	1
Application of Ext. Sync.	1	12	6

TABLE 6

Basic Graphics

	Pass	Fail
Safety		
Identifies rules of safety	38	1
Observes rules of safety	38	1
I Relief Process		
Identifies the characteristics of the process	37	2
Can list the advantages of the process	38	1
Lists the disadvantages of the process	38	1
Designs one color linoleum blocks	38	1
Produces one color linoleum blocks	38	1
Prints with one color linoleum blocks	37	2
II Combination - Linoleum block and typesetting		
Knows typesetting process	37	2
Can list advantages and disadvantages of the process	37	2
Practices the process	37	2
III Gravure		
Identifies the characteristics of the process	37	2
Lists the advantages and disadvantages of the process	36	3
Designs a simple gravure print	35	4
Produces a simple gravure print (one color)	34	5
IV Planographic		
Identifies the characteristics of the process	36	3
Identifies advantages and disadvantages of the process	37	2
Makes corrected negative	35	4
Makes a corrected aluminum plate	36	3
Runs a multilith 2650	33	6
Runs a multilith 85	35	4
V Photography		
Identifies characteristics of the process	37	2
Lists advantages and disadvantages of the process	37	2
Takes pictures	37	2
Develops negatives	37	2
Makes enlarged prints	37	2
VI Silk Screen Printing		
Identifies characteristics of the process	37	2
Lists advantages and disadvantages of the process	37	2
Designs a stencil film (cut screen - by hand)	37	2
Creates a stencil film	37	2
Designs a photographic screen	36	3
Creates a photographic screen	37	2
VII Assorted Machines Uses unassisted to the extent necessary for production: a) spirit duplicator (Ditto)	36	3
b) typewriter	38	1
c) paper folder	38	1
d) electric stapler	37	2
e) copying machine (Xerox)	37	2
f) mimeograph (Gestetner)	31	8
VII Occupations		
Identifies related occupations	37	2
Analyzes occupational opportunities	36	3

TABLE 7

Serigraphy

	Pass	Fail	
Safety			
Identifies rules of safety	18	0	
Observes rules of safety	17	1	
Understands 4 basic printing processes			
1) Planographic	16	2	
2) Relief	16	2	
3) Gravure	15	3	
4) Screen	17	1	
Utilizes a fundamental design to produce product	15	3	
Creates a one color paper stencil	15	3	
Creates a one color hand-cut stencil	15	3	
Creates a two color paper stencil	12	6	
Creates a two color hand-cut stencil	12	6	
Creates a three color paper stencil	10	8	
Creates a three color hand-cut stencil	10	7	*
Creates a one color photographic stencil	15	3	
Creates three color phonographic stencil	10	7	*
Creates assorted projects independently combining various techniques	14	4	
Occupations			
Identifies related occupations	16	2	
Analyzes occupational opportunities	15	3	

* one not available

Home Economics

Tables 8 through 12 show the achievement of students in the fields of Foods and Nutrition, Interior Design, Fashion Design, Personal Development, and Child Psychology.

TABLE 8

Foods and Nutrition

	Achievement			
	E	G	F	P*
	N	N	N	N
Demonstrates knowledge of nutrition for individual and family health	17	2		
Uses basic and special utensils and equipment	7	5	5	2
Reads recipes	4	9	3	3
Plans meals	6	6	5	2
Orders from market	6	5	6	2
Demonstrates knowledge of food storage	7	5	5	2
Prepares food	7	4	5	3
Demonstrates good work habits	6	5	6	2

* E=excellent, G=good, F=fair, P=poor

TABLE 9

Interior Design

	Achievement			
	E	G	F	P
	N	N	N	N
Plans color schemes	4	4	4	2
Draws rooms to scale	4	4	2	4
Arranges furniture	4	5	1	4
Plans space for living activities	4	3	2	5
Recognizes period furniture	3	4	3	4
Chooses floor coverings	4	4	2	4
Dresses windows	4	4	2	4
Chooses and buys houses	2	5	2	5

TABLE 10

Fashion Design

	Achievement			
	E	G	F	P
	N	N	N	N
Selects and changes patterns	6	4	3	1
Demonstrates knowledge of basic pattern layout	5	5	3	1
Finishes seams	5	5	3	1
Fits patterns and makes alterations	5	5	3	1
Makes jacket lap, zipper, and buttonholes	6	4	3	1
Sets sleeves	5	5	3	1
Sets collar	6	4	3	1
Performs final finishing	4	6	1	3
Demonstrates knowledge of wardrobe coordination	6	4	2	2

TABLE 11

Personal Development

	Achievement			
	E	G	F	P
	N	N	N	N
Selects daily foods for health	7	2	6	0
Uses basic equipment--prepares simple foods	3	7	4	1
Selects pattern and appropriate fabric	6	3	6	4
Constructs simple garment--seams, zipper, facings	4	6	4	1
Demonstrates knowledge of coordination of wardrobe	7	2	6	0
Demonstrates knowledge of recognition and care of sick child	4	6	4	1
Manages personal grooming	6	4	4	1
Selects and applies makeup appropriately	5	4	6	0

TABLE 12

Child Psychology

	Achievement S	U*
	N	N
Observations	33	3
Readings	29	7
Research	28	8
Class Participation	30	6

* S=satisfactory, U=Unsatisfactory

Business Education

TABLE 13

Typing I

	Achievement S	U
	N	N
Ability to type:		
An average mailable letter with envelope and carbon copy	71	12
A manuscript with footnotes in a generally acceptable form	69	14
Common business forms	72	11
A simple tabulation	71	12

This year the State Education Department for the first time issued Typing Competency Tests which teachers might administer in lieu of the Regents. Mamaroneck teachers used them extensively as they met the needs of many students better than the Regents. Thus of the 128 students enrolled in Typing I, 29 took the Regents and 27 passed. The percentage of students taking the Typing Regents is smaller in Mamaroneck than in New York State as a whole, chiefly due to the fact that in Mamaroneck typing is treated as an elective subject and taken by large numbers of college-bound students who do not need this Regents credit.

TABLE 14

Shorthand I

	Achievement S	U
	N	N
The ability to take dictation at a minimum of 50 words per minute on unpracticed material	49*	5
The ability to transcribe with 95% accuracy	46	8

* 7 students took dictation at 60 words per minute

TABLE 15

Shorthand II

	Achievement S	U
	N	N
The ability to take dictation at a minimum of 80 words per minute on unpracticed material	12	0
The ability to transcribe mailable letters with carbons and envelopes	12	0

Of 13 enrolled 13 took the Regents and 12 passed.

TABLE 16

Business Law

	Achievement E	G	F	P
	N	N	N	N
The student will master those concepts of Business Law as tested by the New York State Regents Examination	2	2	4	1

Of 10 students enrolled 8 took the Regents and 8 passed.

Business Arithmetic

Basic arithmetic ability tests recommended by the New York State Education Department were used to appraise students' ability. One form of the test was given at the beginning of the school year and another form at the end of the year. Table 17 shows the number of students whose scores corresponded to the various state percentile ranks.

TABLE 17

New York State Education Department
Basic Arithmetic Ability Tests

NYS Percentile Rank	Number of Mamaroneck Students 9/72	5/73
99	0	2
95	0	1
90	0	1
85	1	1
80	0	4
75	1	0
70	0	0
65	0	0
60	1	0
55	0	0
50	0	1
45	3	0
40	0	1
35	0	1
30	2	2
25	2	0
20	0	1
15	0	0
10	2	3
5	2	1
1	8	1
	22	21

Of 16 students who took the Regents, 12 passed.

TABLE 18

Bookkeeping I

	Achievement			
	E	G	F	P
	N	N	N	N
Understanding or comprehension of:				
Career opportunities as a result of taking the course	9	6	1	0
Distinction between assets, liabilities and proprietorship	7	5	4	00
Preparation and use of balance sheet	5	7	4	0
Use of a general journal	3	5	8	0
Purpose and uses of a general ledger	3	6	6	1
Analyzing the more common transactions by using T accounts	4	5	3	4
Journalizing the more common transactions, using a cash journal	4	5	6	1
Posting from a cash journal to a general ledger	5	3	7	1
Proving the accuracy of posting by footing accounts in ledger and preparing a trial balance	2	4	6	4
The use and purpose of a work sheet	2	4	7	3
Determining whether a business has net income or loss	10	5	1	0
Preparing an income statement using a model	5	6	5	0
Preparing a balance sheet, using a model, and checking to insure that solution is correct	2	2	5	7
Information contained in Income Statement and Balance Sheet	3	9	4	0
Use of special journals to record: a) purchase of merchandise on account, b) sales of merchandise on account, c) cash receipts, d) cash payments, e) misc. entries not recorded in special journal	2	8	5	1
Reconciling a bank statement	6	7	3	0
Reasons for adjusting certain accounts	2	5	7	2
Use of automation in bookkeeping and accounting	2	3	9	2
Use of a combination journal	3	5	7	1
Handling sales discount	1	2	5	8
Handling purchases discount	1	2	5	8
Recording purchases returns and allowances	1	2	5	8
Replenishing petty cash	3	6	5	2
Figuring out payroll, using time cards, FIGA chart, Federal income tax tables	11	4	0	0
Recording payment of payroll with deductions	1	2	6	7
Recording liabilities for employer's payroll taxes	1	2	6	7
Completing a practice set reviewing the principles learned during the year	3	5	5	3

SECTION II

Career Exploration and Skills Training

Overall objectives are as follows:

1. Students will demonstrate the specific skills defined in the course of study.

2. Each participating student will demonstrate an increasing sense of responsibility toward work, specifically:
   a. he will pursue an assigned job to its conclusion,
   b. he will be present and punctual whenever possible,
   c. he will inform his appropriate supervisor when he is absent or late,
   d. he will perform ancillary tasks.

3. Each student will respond positively to the needs of customers.

4. Each student will carry out his responsibilities in coordination with those of co-workers.

5. Students will acquire usable consumer skills related to the occupational area they are studying.

6. Students who complete a course of study will either obtain employment in the area in which they are trained or in a related area or pursue further study in that area.

7. A student who has completed a career education course or has been employed in an occupation, who decides he does not wish to pursue that career, will analyze the elements contributing to his decision and incorporate the insights gained into the decision-making process involved in selecting his next career experience.

Specific objectives for the various courses are given below in Tables 19 through 23 with the numbers of students who achieved them. These tables are an evaluation of Objective 1.

TABLE 19

Office Practice

	Achievement S N	Achievement U N
Performs the operations of addition, subtraction, multiplication, etc. on:		
a. ten key adding and listing machine	11	0
b. printing calculator	11	0
c. full keyboard adding & listing machine	11	0
d. rotary calculator	11	0
e. key driven calculator	11	0
f. electronic calculator	10	1
Types dittos and stencils and operates Gestetner machine	10	1
Transcribes material from transcribing machine with 95% accuracy	9	2
Combines all of previous year's typing instructions into specific office jobs	10	1
Differentiates among the different types of files and filing systems with special emphasis on alphabetic filing	10	1
Uses correct general office procedures (spelling, grammar, telephone, mail, receptionist)	8	3(B)*

* Relates to Objective 5, see explanation on p. 21

TABLE 20

Secretarial Practice

	Achievement S N	Achievement U N
Office Procedures		
Telephone technique	5	0(A)*
Filing	5	0
Handling mail	5	0(A)
Receptionist duties	5	0
Duties of secretary	5	0
Payroll	5	0(A)
Original letters	5	0(A)
Personality		
Good grooming	5	0(A)
Employable characteristics	5	0(B)
Interview and the Job		
Letter of application	5	0(B)
Data sheet	5	0
What business expects	5	0(B)
How to succeed on the job	5	0(B)

TABLE 21

Distributive Education I

	Achievement S N	Achievement U N
Laboratory work - performance in the store	15	6
Rings up sales and inventory records on cash register with 95% accuracy	14	7
Makes change with 95% accuracy	14	7(A)
Makes extensions on sales checks and inventory lists with 95% accuracy	14	7
Prices products with 90% accuracy	14	7(A)
Determines net or sale prices with 90% accuracy	14	7
Deals with customers courteously and efficiently	15	6(B)
Creates displays which attract attention and show off products to their best advantage	15	6
Conducts an inventory with 90% accuracy	15	6
Checks invoices and deals with incoming merchandise	14	7(A)
Maintains proper inventory records with 90% accuracy	14	7
"Sells" effectively	14	7(B)
Maintains store facilities in clean, orderly manner	15	6
Stocks shelves correctly and attractively	15	6
Maintains the necessary accounting records	14	7(A)
Prepares cash deposits	14	7(A)

TABLE 22

Banking Program

	Achievement S N	Achievement U N
Knows role of a) money	13	0
b) credit	13	0(A)
Knows definition of credit	13	0(A)
Understands relationship of credit & money to total economy	12	1(A)
Knows purpose of bank	13	0(A)
Recognizes banking operations	13	0
Understands credit policy	12	1(A)
Relates principle of banking to personal needs	13	0(A)
Relates principle of banking to public needs	13	0
Understands interrelationship existing between government and private economy	8	5(A)
Is cognisant of kinds of credit, types of instruments, advantages and disadvantages of credit	11	2(A)
Understands functions banks perform in local community and in total domestic & foreign economic community	8	5
Understands role of Federal Reserve System in creation of deposit currency and its ability to exercise monetary policy	10	3
Teller Training		
Verifies amount of money to be deposited (basic math)	13	0(A)
Verifies large deposits (calculating machine)	13	0
Completes transactions with accuracy	13	0(A)
Verifies amount of currency against deposit ticket	13	0(A)
Is accurate when accepting deposits and storing currency in cash drawer	13	0
Maintains same denomination currency in orderly fashion in cash drawer	13	0
Posts all transactions on ledger cards and passbooks using NCR posting machines	13	0
Batch proofs daily deposit slips against money stored in cash drawer	13	0
Knows how to open savings club (Christmas) accounts renews lost passbooks, and closes club accounts	13	0(A)
Corrects errors in presence of customer, explaining correction	13	0
Cashes checks with proper identification endorsement and issues correct currency	13	0(A)

TABLE 22-B

Banking Program Cont'd

	Achievement S N	Achievement U N
The Banking Program is designed:		(A)
To help student understand and recognize the role of money and credit in economic activity. Such understanding and recognition will result if the student learns:		
a. Money is a devise in the area of economic exchange used as a standard of value and as an exchange medium	13	0
b. Credit is a device that supplements money in the area of economic exchange.	13	0
c. The supply of money and credit and the utilization of the supply affects our economy	12	1
d. Banking facilitates and affects the operation of the exchange function by the use of money and its credit policy	12	1
Banking will help the student to:		(A)
a. Appreciate the role of money and credit	13	0
b. Understand the interrelationships that exist between government and private economy	10	3

TABLE 23

Work Study

	Achievement S N	U N	NR*
Masters skills outlined in Individual Course of Study	21	1	3
Logically defines and considers ten major areas when investing money to develop career needs	19	1	5(A)
Assesses the difficulty of various jobs by applying accepted standards	20	1	3
Exercizes 10 basic rules essential to proper employee appearance	18	3	4(B)
Knows and refers to ten sources from which employment outlook in a given field can be predicted	14	4	7(B)
Identifies and exercizes the factors that apply to the improvement of saleable skills	22	1	1
Informs employer tactfully with full knowledge as to the position of labor law	23	1	1
Knows how to handle a labor complaint through proper agency	20	2	3
Knows how to follow the five processes designated when taking care of an injured customer	17	4	4
Knows how to handle a person who has ingested poison in the establishment	not able to do		
Claims proper benefits as a part-time employee	18	3	4(A)
Handles customer damage complaint when sales slip is not available	18	1	6
Resolves a wrong delivery	18	0	7
Handles goods damaged on delivery	18	0	7
Applies minimum wage law to existing position	16	4	5(A)
Makes out tax returns using the most beneficial form	17	2	6(A)
Handles customer who complains about waiting too long	17	1	7(B)
Handles customers who want special privileges	17	1	7(B)
Exercizes behavior which will lead to a raise	20	1	4(B)
Knows how to prepare a resume for a job	21	2	2(B)
Knows how to effect a job separation without antagonizing the employer	19	1	5
Knows how to inspect an establishment for public safety code violations	16	4	5
Prepares directions for a substitute or replacement	21	1	3(B)
Follows a job order	25	0	0(B)
Checks out an inventory	23	2	0

* NR=not rated

Objectives 2 through 4 (see p. 15) were interpreted as applying only to students who have had actual work experience. Of the students involved in work-study, 26 were evaluated by their employers (according to objectives 1 through 4 as shown in Table 24. A rating from 50%-the poorest, to 100%-the best is used as an indicator.

TABLE 24

Employer's Student Evaluation

Obj.		50 N	60 N	70 N	80 N	90 N	100 N
1	Skill on the job				4	8	14
	Ability to learn new tasks			2	2	5	11
	Safety			1	3	5	10
	Speed on the job			3	5	1	8
	Neatness			1	4	5	8
2a	Completion of work				2	3	5
	Cleanup			1	2	5	7
	Record keeping				2	2	6
2b	Attendance		1	1	2	4	10
	Punctuality		1	0	0	9	10
2c	Informs supervisor if absent or late	(no information)					
2d	Initiative to do new or extra work		1	2	1	4	6
3	Customer relations				3	3	12
	Appearance			1	3	4	8
4	Cooperation with other workers				1	1	10

Objective 5 was subsequently subdivided as follows:

Students will acquire usable consumer skills related to-

A. - personal living

B. - obtaining and keeping a job in any field.

Separate lists of consumer skills were not compiled. In the lists of skills for each course of study used in evaluating Objective 1., skills which have carry-over in personal living have been marked with an A; those related to obtaining and maintaining employment have been marked with a B.

Table 25 summarizes these results.

TABLE 25

Students' Achievement of Consumer Skills

	Relevant Items	Number of Possible Evaluations	Number of Satisfactory Evaluations	Percent Success
5A Personal	34	470	422	90
5B Related to Employment	16	259	229	88

Objective 6. Students who complete a course of study will either obtain employment in the area in which they are trained or in a related area or pursue further study in that area.

Letters were sent to 30 graduates of banking, work-study and distributive education courses. Of these 16 or 53% responses were received. Of the 16, 10 were working in the field in which they were trained, one was going to school in his field, three were employed in different fields while two were unemployed. Two who are listed as working are also going to school for further training in related fields. Thus 11 out of 16 students or 68% met the objective.

Objective 7. A student who has completed a career education course or has been employed in an occupation, who decides he does not wish to pursue that career, will analyze the elements contributing to his decision and incorporate the insights gained into the decision-making process involved in selecting his next career experience.

Of the three students shown above to be employed in other fields, two used the experience gained in the career education program to decide to change fields while one did not. One of the two unemployed students analyzed her experience to decide not to pursue training. One student who was working in the field in which he was trained gained insight so that he wishes to change in the future.

Discussion

The above evaluation pertains to specific objectives of the Practical Arts Department and to the Career Education courses given at the high school.

The Career Education Program is in the process of infusing into the existing curricula the objectives of career education especially in the affective domain. Hopefully, changes in values and attitudes will result in more valid motivation for students' decisions to be in the Career Education Program, evidenced by increased enrollments of both college-bound and non-college-bound students. These aspects of the Career Education Program will be included in future evaluations.

7/73
MRB